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CALENDAR, 1920-21

First Semester Begins.....Tuesday, September 7
First Quarter ends.....Friday, November 12
Thanksgiving Recess....Thursday, Nov. 25 to Sunday, Nov. 28
Christmas Recess.....Thursday, M., Dec. 23 to Monday, Jan. 3
Celebration of Founders' Day.....Wednesday, January 26
First Semester ends.....Friday, January 28
Second Semester begins.....Monday, January 31
Holiday, Washington's Birthday.....Tuesday, February 22
Third Quarter ends.....Thursday, M., March 31
Easter Recess.....Thursday, M., March 31 to Monday, April 11
Holiday, Memorial Day.....Monday, May 30
Second Semester work ends.....Friday, M., June 17
Baccalaureate Sermon.....Sunday, June 19
Alumni Day.....Tuesday, June 21
Commencement.....Wednesday, June 22
Summer Term begins.....Monday, June 27
Summer Term ends.....Friday, August 5

BOARD OF TRUSTEES

Term expires first Monday of July, 1919.*

Turner Washington Shacklett.....*Erie*
F. A. Loveland.....*Corry*
F. P. Miller, Vice-President.....*Meadville*

Term expires first Monday of July, 1920.

C. C. Hill, President.....*North East*
Dallas W. Armstrong†.....*Franklin*
H. E. McConnell.....*Mercer*

Term expires first Monday of July, 1921.

Miss Ella Skiff.....*Edinboro*
Miss C. Elizabeth Battles.....*Girard*
J. S. Carmichael†.....*Franklin*

* Continued in service by request of the Department of Public Instruction.
† Resigned.

OFFICERS OF ADMINISTRATION

Frank E Baker, A. M., Principal.
Clarence C. Crawford, Ph.B., Vice-Principal.
H. Sackett, A.M., Dean of Men.
Ina A. Fogg, A.B., Dean of Women.
Katherine Howland, Registrar.
Earl P. Campbell, Treasurer.
Annie L. Wilson, Librarian.
Harriet L. Chapman, Secretary to the Principal.
Mrs. M. A. Lockard, Matron and Nurse.

THE FACULTY

Frank E. Baker, A.M., *Principal;* Education.

Clarence C. Crawford, Ph.B., *Vice-Principal;* Mathematics.

Mary Elizabeth Powell, Drawing.

H. Sackett, A.M., *Dean of Men,* History and Mathematics.

Wallace J. Snyder, Sc.B., Science.

David Miller Stancliff; Geography, Geology, Astronomy and Penmanship.

Frances Burchfield; Critic Teacher, Third and Fourth Grades.

Maude Howard; Critic Teacher, Fifth and Sixth Grades.

Ellene M. Sullivan; Public Speaking and Dramatics.

Ada Evelyn Jones, *Supervisor;* Primary and Reading Methods.

Carrie Ethel Baker, A.B., English.

Cyrene Hays Dayton, Music.

Florence Dorothy Goodrich; Critic Teacher, Seventh and Eighth Grades.

Rose Hanson Stancliff; Critic Teacher, First and Second Grades.

B. Regis Harrison, Physical Training.

Eleanor K. Mauser, Physical Training.

Dorothy Ruth Cooper; Critic Teacher, Rural Training School.

Ina A. Fogg, A. B., *Dean of Women;* Foreign Languages.

Delia A. Rightmire, B.S., Domestic Science.

HISTORICAL SKETCH

The Old Era

There was enough of the spirit of sacrifice and pioneer daring in the establishment of the Edinboro Academy in 1857 and in the acquiring of a State Normal School charter in 1861, to make the early history of the Edinboro State Normal School of more than passing interest. The establishment and development of a school under the adverse con-

NEW DINING HALL

ditions of a thinly populated district, and in spite of the handicap of poor transportation facilities, constitutes a very real tribute to the ability and energy of the trustee boards and the teaching staffs of the earlier years. The whole story constitutes an historic background that is wholesomely American in its challenge to the present day officials, faculty, and students.

The New Era

No one can disparage the purpose or the results of the period from 1861 to 1914. In that time the school was, however, a hybrid institution. Under the provisions of the Normal School Act of 1857, it was possible to organize a school on a half private and half state-owned basis. Under such a regime the Edinboro Normal existed until full

state ownership came about in 1914, by the purchase of all privately owned stock by state authorities. In this new era that has come to pass there is a new and even greater promise of usefulness to old Edinboro Normal. Freed from local control, which, no matter how good, always has the attendant dangers of a too provincial government, the institution has rapidly acquired a new appreciation of its mission to its patrons and its part in the educational affairs of the commonwealth.

Full state ownership has already meant a great deal to Edinboro. The immediate outlook in both material and spiritual progress is indeed heartening.

The Plant

The campus consists of a twenty-eight acre plot on the south border of the Boro of Edinboro. There are eight substantial and commodious buildings. There is every facility in the way of chapel, library, dormitories, laboratories, recitation rooms, and modern gymnasium. Wholesome conditions for working, playing, and resting are all of equal concern to the authorities. The buildings in the order of their age are Old Academy Hall, Helps' Dormitory, Normal Hall, Recitation Hall, Haven Hall, The Gymnasium, and Reeder Hall. An extensive addition to Haven Hall, the girls' dormitory, has recently been completed. It gives the school, in addition to the most beautiful school dining room in the state, a new kitchen with all modern equipment, a canning kitchen, a laundry, and storerooms.

During the year 1917-'18 the State spent $61,000 in additions and improvements to the plant. These improvements include, in addition to those mentioned above, new laboratories in Physics, Chemistry and Agriculture, a modern vacuum steam heating system and new quarters for the help.

The Board of Trustees has adopted a program involving the expenditure of three hundred and fifty thousand dollars to develop and improve the plant. This program includes the completion of the new wing of Haven Hall, the installation of a freight elevator and a cold storage plant, the introduction of hot and cold water in all the rooms of the old part of Haven Hall, a rear veranda and fire towers for Reeder Hall, a new one story training school, and new toilets, rest rooms and luncheon rooms in Normal Hall.

During the present summer the chapel stage will be reconstructed and enlarged, the chapel will be redecorated, and a new pipe organ purchased by the alumni will be installed.

Purpose

The purpose of the Edinboro State Normal School is the training of teachers. In this single aim all other departments have been set aside. It is a school of specialization in the profession of greatest

promise for the young people of this generation. To young men as well as to young women, the Edinboro State Normal School strives to give the vision and equipment for the task of shaping the destiny of the republic, which last is a statement as true as it may seem trite.

MUSIC STUDIO

REQUIREMENTS FOR ADMISSION

Adopted March 23, 1920.

1. Candidates of approved secondary schools who can present evidence of having completed fifteen units of high school work will be admitted as regular students to the state Normal Schools.

2. A unit shall consist of not less than thirty-six weeks of work requiring at least four periods a week of not less than forty minutes a period or its time equivalent. Subjects not requiring out-of-class preparation or study shall require double time in estimating the units.

3. Credentials of all students entering the state normal schools shall be received and evaluated by the normal schools and submitted to the State Department of Public Instruction for approval. Blanks for this purpose should be secured from the normal school on or before August 1, as they have to be filled out in detail, signed by the high school principal or other responsible official, and received and approved as stated above before the student can be officially enrolled.

4. Adequate knowledge of the subject matter in the elementary subjects will be presupposed on the part of all students admitted to the normal schools.

5. Required units for admission:

English	3 units
Mathematics	1 unit
Science	1 unit
Social Studies	1 unit, after September 1923, 2 units
Elective	9 units, after September 1923, 8 units
Total	15 units

6. The holders of permanent and professional certificates will be given one unit credit toward admission as regular students to the normal schools for each subject of high school grade written on the certificate.

7. Advanced credit will be given for equivalent courses in approved teacher-training institutions, but no student may obtain a normal school certificate without a minimum residence of one year.

8. For the present the normal schools shall, when necessary, conduct a secondary department of first class high school grade for those students who do not have similar high school facilities available in their home communities.

CORRIDOR IN HAVEN HALL

THE FOUR CURRICULA

TABLE I

GROUPS I AND II

SEMESTER	I. KINDERGARTEN—GRADE 3			II. GRADES 4-6		
I.	Introduction to Teaching	4*	3†	Introduction to Teaching	4*	3†
	English Fundamentals	3	3	English Fundamentals	3	3
	English Composition	2	2	English Composition	2	2
	Nature Study	3	2	Nature Study	3	2
	Art	4	2	Art	4	2
	Handwriting	2	1	Handwriting	2	1
	Personal and School Hygiene	2	2	Personal and School Hygiene	2	2
	Health Education	3	1½	Health Education	3	1½
	Elective	3	3	Elective	3	3
	Semester Total	26	19½	*Semester Total*	26	19½
II.	Psychology and Child Study	3	3	Psychology and Child Study	3	3
	Kindergarten Theory	2	2	Oral Expression	2	2
	Oral Expression	2	2	English Composition	2	2
	English Composition	2	2	Teaching of Arithmetic	3	3
	Teaching of Number	2	2	Teaching of Geography	3	3
	Teaching of Geography	1	1	Teaching of History	3	3
	Teaching of History	1	1	Health Education	3	1½
	Industrial Arts	4	2	Elective	3	3
	Health Habits	1	1			
	Health Education	3	1½			
	Elective	3	3			
	Semester Total	24	20½	*Semester Total*	22	20½
III.	Student Teaching	10	10	Student Teaching	10	10
	School Efficiency	3	3	School Efficiency	3	3
	Teaching of Primary Reading	3	3	Teaching of Oral and Written Composition	2	2
	Health Education	3	1½	Sewing	2	1
	Elective	3	3	Health Education	3	1½
				Elective	3	3
	Semester Total	22	20½	*Semester Total*	23	20½
IV.	History and Principles of Education	4	4	History and Principles of Education	4	4
	Children's Literature and Story Telling	3	2	Juvenile Literature and Silent Reading	3	2
	Citizenship	2	2	Citizenship	2	2
	Industrial Arts	4	2	Music	4	2
	Music	4	2	Prevocational Education	3	3
	Health Education	3	1½	Health Education	3	1½
	Elective	6	6	Elective	6	6
	Semester Total	26	29½	*Semester Total*	25	20½
	Total	98	80	*Total*	96	81

* Number of sixty-minute periods a week.
† Number of semester hours of credit.

THE FOUR CURRICULA

TABLE II

GROUPS III AND IV

SEMESTER	III. GRADES 7-9			IV. RURAL		
I.	Introduction to Teaching	4*	3†	Introduction to Teaching	4*	3†
	English Fundamentals	3	3	English Fundamentals	3	3
	English Composition	2	2	English Composition	2	2
	Nature Study	3	2	Nature Study	3	2
	Art	4	2	Art	4	2
	Handwriting	2	1	Handwriting	2	1
	Personal and School Hygiene	2	2	Personal and School Hygiene	2	2
	Health Education	3	1½	Health Education	3	1½
	Elective	3	3	Elective	3	3
	Semester Total	26	19½	*Semester Total*	26	19½
II.	Psychology and Adolesence	3	3	Psychology and Child Study	3	3
	Oral Expression	2	2	Oral Expression	2	2
	English Composition	2	2	English Composition	2	2
	Teaching of Mathematics	3	3	Teaching of Arithmetic	3	3
	Teaching of Geography	3	3	Teaching of Geography	3	3
	Teaching of History	3	3	Teaching of History	3	3
	Health Education	3	1½	Health Education	3	1½
	Elective	3	3	Elective	3	3
	Semester Total	22	20½	*Semester Total*	22	20½
III.	Student Teaching	10	10	Student Teaching	10	10
	School Efficiency	3	3	Primary Methods	3	3
	Health Education	3	1½	Teaching of Oral and Silent Reading	3	3
	Elective	6	6	Health Education	3	1½
				Elective	3	3
	Semester Total	22	20½	*Semester Total*	22	20½
IV.	History and Principles of Education	4	4	History and Principles of Education	4	4
	Juvenile Literature and Silent Reading	3	2	Rural School Problems	3	3
	Citizenship	2	2	Agriculture	3	3
	Music	4	2	Citizenship	2	2
	Health Education	3	1½	Rural Sociology	2	2
	Elective	9	9	Music	4	2
				Health Education	3	1½
				Elective	3	3
	Semester Total	25	20½	*Semester Total*	24	20½
	Total	95	81	*Total*	94	81

* Number of sixty-minute periods a week.
† Number of semester hours of credit.

COURSES OF STUDY IN THE PENNSYLVANIA STATE NORMAL SCHOOLS

The Four Curricula

Adopted March 23, 1920.

The four curricula that are offered to students have been organized upon the principle that teaching in the elementary schools can be classified into sufficiently definite types to require specialization. Each curriculum prepares for a specific type of teaching position.

The two years' work of the normal school is divided into four semesters. The work of the first semester is the same for all students. A large purpose of the work of the first semester is to acquaint students with the requirements for successful teaching in the different grades so that they may be able to decide intelligently in what grade or grades they prefer to teach. The course entitled "Introduction to Teaching", which includes observation and participation in the training school, is especially designed to aid students in a wise selection of a curriculum.

At the end of the first semester students are asked to select one of the four curricula for the purpose of specializing in a specific field of teaching. The work of each curriculum must be completed in its entirety. Students may be granted the privilege of changing from one curriculum to another only on condition that the prescribed courses of any curriculum so selected be completed before a certificate of graduation is granted.

ELECTIVES

All electives are taught from the professional point of view and are of college grade of work.

All electives are to be chosen with special reference to the group in which the teacher is preparing to teach and with the approval of the principal of the school.

The Edinboro State Normal School will offer during the year 1920-21 the following electives:

	Semester Hours
Education—	
53* Educational Psychology	3
54 Modern Tendencies in Education	3
English and Foreign Language—	
51.1 Contemporary English Poets	3
52.1 Modern English Novelists	3
51.2, 52.2 Latin: Cicero's Orations	6
51.3, 52.3 Latin: Virgil's Aeneid	6
51.4 Latin: Cicero and Livy	3
52.4 Latin: Horace	3
51.5, 52.5 Elementary French: First Year	6
51.6, 52.6 Elementary French: Second Year	6
51.7, 51.8 Intermediate French	6
51.8, 52.8 Elementary Spanish: First Year	6
51.9, 52.9 Elementary Spanish: Second Year	6
Mathematics—	
51 Intermediate Algebra	3
52 Advanced Algebra	3
Science—	
51.1 Chemistry: Qualitative Analysis	3
51.2 Advanced Geography	3
52.2 General Geology	3
Social Studies—	
51 History of the United States to 1840	3
52 History of the United States since 1840	3
53 Sociology	3
54 Economics	3
Arts—	
51 Cookery	2
52 Art	2

* Number of course, for explanation see page 14.

DETAIL OF THE COURSES OF STUDY

The State Course of Study

The state course of study is used as the basis for the courses in the teaching of the elementary school subjects.

Classification and Numbering of Courses

All courses are classified in seven departments. All courses numbered below 10 are common to all groups. A decimal indicates that two or more courses of the same department occur in the same semester. A single digit or the last of two digits indicates the semester in which the course occurs. The first of two digits indicates the group in which the course occurs.

The electives are numbered in the 50's. The right digit indicates the semester. Electives offered in semesters 1 and 2 may be taken in semesters 3 and 4 respectively, but not vice versa.

EDUCATION

Education I—Introduction to Teaching.

All groups, 1st semester. 4 periods, 3 hours' credit.

The primary purpose of this course is to aid students in selecting a specific curriculum at the end of the first semester, and to imbue them with a strong professional spirit and high standards of professional ethics. It includes consideration of the different types of teaching service, the general aims of the public schools and, more specifically, the work to be accomplished by the primary, intermediate, junior high and rural schools respectively, a brief sketch of the characteristics of children in these different types of schools and the qualifications required of teachers to meet the needs of children at the different age levels in these different types of schools. The broad social aims of each type of school and its relation to the state are emphasized.

The instruction in this course is closely correlated with frequent visits of observation and participation in the training school.

Education 2—Psychology and Child Study.

All groups, 2nd semester. 3 periods, 3 hours' credit.

This is an elementary course in psychology combining the important topics of both general and educational psychology, and forming the basis of the specific courses in educational theory and practice. The chief topics considered are: (a) instinctive tendencies; (b) habit-formation; (c) memory, association (including localization of functions), and economy of learning; (d) the affective life; (e) the thought processes; (f) the extent and causes of individual differences among children, and the use of intelligence tests in determining them; (g) the treatment of exceptional children. About one-third of

the course is given to the study of the characteristics of children at the different levels of growth. One laboratory period each week is given to the observation of children. While this course is practically identical in all curricula, there is differentiation in the observation of children and in the laboratory experiments, each group emphasizing the characteristics of children at the age level of its particular curriculum.

Education 12—Kindergarten Theory.

Group I, 2nd semester. 2 periods, 2 hours' credit.

PRACTICE TEACHING IN GRADE I

This course deals primarily with kindergarten aims, purposes, technique, and equipment. Special attention is given to modern tendencies in kindergarten practice, and particularly to the relation of the kindergarten to the primary grades. Observation and participation in the training school is a prominent feature of the course.

Education 13—School Efficiency.

Group I, 3rd semester. 3 periods, 3 hours' credit.

This course correlates closely with the student teaching, deriving a large part of its meaning from the teaching experience of the student. The instruction is shaped by the aim and purposes of the kindergarten and grades one, two and three, and includes such topics as: class-room routine, the organization of the daily study and recitation program; hygienic standards for and care of class-rooms; the making and keeping of records; and is followed by the analysis and study of such class-room technique as: the significance of the play spirit in the primary grades; the management of primary grades; the use of seat work; the value of dramatic expression; types of class-room exercises applicable in the primary grades; and the project and prob-

lem method as applicable to children of this age; and the practical application of educational tests and scales.

Education 23—School Efficiency.

Group II, 3rd semester. 3 periods, 3 hours' credit.

This course correlates closely with the student teaching, deriving a large part of its meaning from the teaching experience of the student. The instruction is colored and shaped by the purposes and nature of the work in the intermediate grades and includes class-room routine, the daily study and recitation program, hygienic standards for and care of class-rooms, the making and keeping of records, and is followed by the analysis and study of such class-room technique as: methods of lesson assignment; types of class-room exercises; efficient methods of study; types of questioning; the value and uses of intelligence and educational tests; and the project and problem method as applicable to the fourth, fifth and sixth grades. The problem of discipline in these grades receives attention.

Education 33—School Efficiency.

Group III, 3rd semester. 3 periods, 3 hours' credit.

This course deals with the principles of instruction common to the teaching of all subjects in the seventh, eighth and ninth grades and is closely correlated with student teaching. Consideration will be given to such topics as types of lessons, the recitation, the assignment, the question, the project and problem method, the socialized recitation, lesson plans, supervised and independent study, the use of educational tests and scales, problems in discipline, economy in class-room management. A considerable part of the time of this course is devoted to a discussion of educational guidance problems. The course analyzes the processes and problems of the important types of human occupations, the aptitudes and training required for each, the financial rewards, the hazards, the opportunities and avenues for advancement in each field. As far as possible typical occupations are studied at first hand including occupations of agriculture, manufacture, transportation, exchange, public service, professional service, domestic and personal service, and clerical occupations. The pertinent printed matter in books, pamphlets and magazines is examined and organized.

Education 43—Primary Methods.

Group IV, 3rd semester. 3 periods, 3 hours' credit.

This is a composite course including the best modern primary methods in number, geography, history, and handwork. It is devoted to a consideration of environmental materials in geography and the development of correct geographical concepts; to the aims and purposes of history in the primary grades and the materials available for these grades, with emphasis on the selection of materials for patriotic and other special days; to the best methods of inculcating in children simple health habits; and to the best available means of seat work through paper cutting, weaving, clay modeling, etc.

Education 4—History and Principles of Education.

All groups, 4th semester. 4 periods, 4 hours' credit.

This is an integrating course and aims to bring together and interpret the details of educational theory and practice represented by the preliminary courses, and to leave with the student a unified body of educational doctrine. The course begins with a brief review of the origin and development of present day practices and tendencies in public school education, the large emphasis being placed on those movements that have originated, or at least have come into prominence, since the time of Rousseau. The discussion of such topics as: the aims and purposes of education; the development of various conceptions of educational values; and the history and present status of such educational movements as: vocational education; the treatment of backward children; scientific measurements; the junior high school; the doctrine of interest; formal discipline; the transfer of learning; project and problem teaching; and the socialized recitation.

Education 44—Rural School Problems.

Group IV, 4th semester. 3 periods, 3 hours' credit.

The aim of this course is similar to that of the course in School Efficiency in Groups I, II and III, and includes in addition the defects of the one-room rural school treated constructively, not destructively; the advantages of consolidation; the organization of the rural school; the daily study and recitation program reducing the number of classes by combining grades, alternating grades, correlation, etc.; vitalizing the course of study; club work; community center work; heating and ventilation; play and recreation; and beautifying the school grounds. The discipline of the rural school is discussed.

Education 3—Student Teaching.

All groups, 3rd semester, 10 periods, 10 hours' credit.

The Training School—The training school is the pivotal point of all the work of the normal school. It functions as a laboratory for every department of the school and articulates with peculiar intimacy. with the Department of Education.

Observation and Participation—Although student teaching is confined to the senior year, junior students are given frequent opportunities for participation in the work of the training school, and observation of expert teaching in the training school is a feature of all the courses in education and of many other courses throughout the curricula. One critic teacher is assigned to each two class rooms and demonstration lessons are taught from time to time in exemplification of the various phases of good educational practice.

Distribution of Time—A minimum of two consecutive sixty-minute periods per day for one semester is given to student teaching. Where two student teachers are assigned to the same class in the training school the assignments are so adjusted that each student teacher has a definite problem. The distribution of teaching time is designed to give progressively to the student an increasing class responsibility.

Lesson Plans—Plan forms are used upon which all lessons taught by student teachers are planned. Critic teachers hold daily conferences with the student teachers under their charge and approve all lesson plans of student teachers before the lessons are taught.

Student Teachers—Every student teacher confines his teaching to the grades of the group which he has elected. Student teachers electing group I and group II have practice experience in all the subjects of the curriculum and, if possible, in all the grades of the group. Student teachers electing group III confine their practice teaching largely to the subjects in which the student has elected to specialize and, if possible, have practice teaching in all the grades of the group. Student teachers electing group IV confine their practice teaching largely to the rural one-room ungraded school and have opportunity for contact with the community problems. All assignments for student teachers contemplate the completion of a unit problem.

Training Classes—Training classes aim to have not less than twenty nor more than thirty pupils; that is, enough pupils to set up a normal social situation and yet not so many as to tax unduly the limited skill of the teacher.

The Pupils—The pupils in the training school by reason of the careful planning of each lesson and the close supervision of expert teachers, as well as through the use of abundant and elaborate equipment of the normal school, are most favorably situated to secure the best possible education.

Education 53—Educational Psychology.

Elective, 3rd semester only. 3 periods, 3 hours' credit.

This course is intended to give students a more thorough grasp of the mental make-up of public school children, and includes, in this connection, the use of intelligence tests as a means of determining mental age.

The latter part of the course is devoted to the psychology of the learning processes and to the psychology of the common school subjects.

Education 54—Modern Tendencies in Education.

Elective, 4th semester only. 3 periods, 3 hours' credit.

This course takes up, in the light of modern educational philosophy and science, such topics as: scientific curriculum making, the adaptation of the curriculum to present day needs, the junior high school, the guidance function of the school, and the treatment of abnormal and supernormal children.

ENGLISH AND FOREIGN LANGUAGES

English 1—English Fundamentals.

All groups, 1st semester. 3 periods, 3 hours' credit.

The purpose of this course is to acquaint the student with the source of material in English and the forms of correct expression.

A definite standard of written and spoken English must be acquired and maintained by all students. Further work in English without extra credit will be required of all who fail to reach and maintain this standard.

GYMNASIUM DRILL

A few periods of instruction are given in the method of classifying and cataloguing books and in the use of reference books, readers' guides, etc.

About a third of the time of the course is devoted to a thorough review in the basic principles of English grammar and special attention is paid to the structure of sentences and the syntax of their various parts. The course includes a brief history of the language and the principles underlying its development.

About a sixth of the time of the course is devoted to a study of words including pronunciation, diacritical marking, and basic principles in etymology.

English 1.1, 2.1—English Composition.

All groups, 1st and 2nd semesters. 2 periods, 2 hours' credit each semester.

This course includes a thorough study of the forms of English prose composition together with much practice in writing. The four types of English prose; narration, description, exposition, and argumentation are carefully studied and analyzed with reference to form, content and technique. Special attention is given to the essay and the short story as media of prose expression and students are required to write frequent themes illustrative of the various prose forms discussed. These are made the subject of class criticism and discussion. The teacher in charge of the class meets the students from time to time for personal consultation.

English 2—Oral Expression.

All groups, 2nd semester. 2 periods, 2 hours' credit.

This course is designed primarily to insure (1) a good teaching voice and (2) effective address with facility and ease in oral expression.

English 13—The Teaching of Primary Reading.

Group I, 3rd semester. 3 periods, ,3 hours' credit.

The primary aim of this course is to enable the student to acquire skill in the teaching of reading to beginners including the development of skill in the use of phonics. The course includes a comparison of the principal methods of teaching reading and the historical development of various methods of teaching reading are traced. Consideration is given to the psychological processes involved in reading. The student acquires familiarity with the means of measuring efficiency in reading. This course is accompanied with observations of primary reading classes as well as the actual teaching of reading.

English 23—The Teaching of Oral and Written Composition.

Group II, 3rd semester. 2 periods, 2 hours' credit.

The aim of this course is to ascertain how to secure free self expression from the pupil in oral and written composition. Special stress is placed upon oral composition, as speech functions more largely than written composition in life. The prospective teacher is made to realize the necessity of assisting the pupil to form clear percepts and images as a basis for clear expression. The acquisition of a vocabulary by the pupil and his manner of applying it in the expression of his thought is carefully studied. Easy and natural transition from oral to written composition is the end sought in the teaching of composition. The use of standard measurements and tests in oral and written composition is taught in connection with this course.

English 43—The Teaching of Oral and Silent Reading.

Group IV, 3rd semester. 3 periods, 3 hours' credit.

The aim of this course is to enable the student to acquire skill in the teaching of reading to beginners and the handling of the technique of silent reading with older pupils. Attention is given to the development of skill in the use of phonics. Consideration is given to the psychological processes involved in reading. The student acquires

familiarity with the means of measuring efficiency in oral and silent reading. The course includes a comparison of the principal methods of teaching reading and is accompanied with observations of oral and silent reading classes as well as the actual teaching of such classes.

English 14—Children's Literature and Story Telling.

Group I, 4th semester. 3 periods, 2 hours' credit.

This course involves the collection and study of literature in verse and prose suited to children of this age. The selections are studied for the purpose of finding the elements contained therein that are likely to appeal strongly to children. The study of folk tales and fairy stories is included in this course.

The course in story telling covers the principles involved in telling stories to children. It involves also the application of the principles of child psychology and voice training to the telling of stories.

English 24—Juvenile Literature and Silent Reading.

Group II, 4th semester. 3 periods, 2 hours' credit.

This course is planned to give a foundation for teaching literature and silent reading to pupils of the intermediate grades.

It aims to give an adequate knowledge of those literary types that are most suitable for children of this age.

Magazines and current literature are studied and selections made from these sources as well as from standard authors.

A study is made of the difficulties that children meet in their effort to comprehend thought from the printed page. Students are made familiar with the scientific measurements of silent reading.

English 34—Juvenile Literature and Silent Reading.

Group III, 4th semester. 3 periods, 2 hours' credit.

This course aims to make an intensive study of the literature suitable for pupils of the grammar grades and junior high school.

Emphasis is placed upon the ethical situations developed in the reading of pupils of this age. The course also aims to give students control over the technique of teaching silent reading. Students become familiar with the standard measurements of silent reading.

English 51.1—Contemporary English Poets.

Elective, 1st or 3rd semesters. 3 periods, 3 hours' credit.

This course treats the works of the leading poets now living and writing in England, including any who may have recently died, but belong to the same group. The course is intended to give one literary appreciation and insight into the ideals and activities of present-day Englishmen.

English 52.1—Modern English Novelists.

Elective, 2nd or 4th semesters. 3 periods, 3 hours' credit.

This course is designed to give the student familiarity with the modern novel as written in English. Some fundamental principles of novel structive are presented. The leading works of various novelists are studied, beginning with the year 1800 and extending to the present.

Latin 51.2, 52.2—Cicero: Orations.

Elective, 1st and 2nd or 3rd and 4th semesters, for students having credit for two years' Latin. 5 short periods, 3 hours' credit each semester.

The course includes the translation of six orations of Cicero, a study of the political and social situation of his day, and the writing of Latin prose after the model of the text.

BOATS TO LET

Latin 51.3, 52.3—Virgil: Aeneid.

Elective, 1st and 2nd or 3rd and 4th semesters, for students having credit for three years' Latin. 5 short periods, 3 hours' credit each semester.

The course includes the translation of the first six books of the *Aeneid*, a study of the content and significance of the poem, and a study of the meter.

Latin 51.4—Livy and Cicero.

Elective, 1st or 3rd semester, for students having credit for four years' Latin. 3 periods, 3 hours' credit.

The chief work of the course is the translation of selected portions of Livy's historical writings and the translation of Cicero's *De Amicitia* and *De Senectute*. An effort is made to cultivate the ability to read Latin easily and at sight, to secure grace in translation, an appreciation of the literary worth of the authors, and a clear understanding of the life and times in which they wrote.

Latin 52.4—Horace.

Elective, 2nd or 4th semester, for students having credit for four years' Latin and Latin 51.4. 3 periods, 3 hours' credit.

Selected *Odes*, *Satires*, and *Epistles* of Horace are translated, a study is made of their structure and literary worth, their historical background and social significance are considered, and famous English translations of them are criticised.

French 51.5, 52.5—Elementary French, First Year.

Elective, 1st and 2nd or 3rd and 4th semesters. 5 short periods, 3 hours' credit each semester.

The leading principles of French grammar are presented with much drill to fix them; from 100 to 150 pages of easy graduated texts are read with practice in turning into French easy variations of the reading; dictation is given and conversation, with regard both to pronunciation and to fluency, is practiced.

French 51.6, 52.6—Elementary French, Second Year.

Elective, 1st and 2nd or 3rd and 4th semesters, for students having credit for First Year French. 5 short periods, 3 hours' credit each semester.

From 250 to 400 pages of French stories, plays, historical and biographical matter are read; oral and written abstracts of the reading are required; dictation, conversation, and drill in grammar are continued.

French 51.7, 52.7—Intermediate French.

Elective, 1st and 2nd or 3rd and 4th semesters, for students having credit for two years' French. 3 periods, 3 hours' credit each semester.

The translation comprises the reading of from 400 to 600 pages of French of ordinary difficulty, a portion of which is in the dramatic form. The course furnishes practice in speaking and writing French. It consists of dictation, composition, reading and talks in French and aims to enable the student to understand French when spoken and to give him a thorough training in the use of the idioms of the language.

Spanish 51.8, 52.8—Elementary Spanish, First Year.

Elective, 1st and 2nd or 3rd and 4th semesters. 5 short periods, 3 hours' credit each semester.

The first year is devoted to the mastery of essentials of Spanish grammar and the acquirement of a varied vocabulary on everyday matters. Spanish is used as much as possible in the classroom. Constant practice in composition and in dictation is given. From 100 to 150 pages of easy texts, illustrative of Spanish life and customs, are read and furnish a basis for simple conversation.

Spanish 51.9, 52.9—Elementary Spanish, Second Year.

Elective, 1st and 2nd or 3rd and 4th semesters, for students having credit for one year's Spanish. 5 short periods, 3 hours' credit each semester.

From 250 to 400 pages of Spanish stories, plays, historical and biographical matter are read; oral and written abstracts of the reading are required; dictation, conversation, and drill in grammar with applications in composition are continued.

MATHEMATICS

Mathematics 12—The Teaching of Number.

Group I, 2nd semester. 2 periods, 2 hours' credit.

This course covers intensively the work in arithmetic of the first three grades. Parallel with this, is a careful consideration of the approved methods of developing number concepts, of providing measurements and other forms of application, of correlating the number work with the work of other subjects, of conducting drill on number "facts", etc. The methods are illustrated by the observation of actual work with children, by demonstration lessons, and by the study and use of simple apparatus and materials, visual aids, etc. A sketch of the historical development of methods of teaching primary arithmetic is a feature of the course.

Mathematics 22—The Teaching of Arithmetic.

Group II, 2nd semester. 3 periods, 3 hours' credit.

This course aims to develop a systematic presentation of the facts and principles of arithmetic with special emphasis upon the topics that are most significant in the work of the intermediate grades. The treatment illustrates at every step the most effective methods of teaching arithmetic. Attention is given to the results of the recent experiments in the psychological processes involved in the teaching of arithmetic and to the measurement of efficiency in this subject by the standard tests and scales. Observation of the teaching of arithmetic in the intermediate grades is an essential part of the course.

Mathematics 32—The Teaching of Mathematics.

Group III, 2nd semester. 3 periods, 3 hours' credit.

This course includes important topics in the teaching of arithmetic in the seventh and eight grades and in the junior high school. Emphasis is placed upon the commercial and industrial applications of arithmetic, with much practice in the making and solution of problems. Attention is given to the teaching of a course in composite mathematics in the junior high school. The use of standard measurements is given consideration. Observation of the teaching of mathematics in these grades is a requirement of the course.

Mathematics 42—The Teaching of Arithmetic.

Group IV, 2nd semester. 3 periods, 3 hours' credit.

This course aims to present a systematic study of the topics in arithmetic that are found in the course of study of the rural school. A special effort is made to have students understand how to use the resources of the country in supplying opportunities for the application

of arithmetic. Attention is given to the psychology of arithmetic and to the standard measurements in this subject. Observation is an essential part of the course.

Mathematics 51—Intermediate Algebra.

Elective, 1st or 3rd semester, for students having credit for Elementary Algebra. 3 periods, 3 hours' credit.

This course begins with a review of quadratics and includes ratio and proportion, the theory of exponents, evolution, theory of quadratics, graphical interpretation of quadratics, binominal theorem for fractional and negative exponents, arithmetic and geometric progressions.

Mathematics 52—Advanced Algebra.

Elective, 2nd or 4th semester, for students having credit for Mathematics 51. 3 periods, 3 hours' credit.

This course includes undetermined co-efficients, permutations and combinations, determinants of the second, third, and fourth orders, general theory of equations, and the solution of higher numerical equations.

SCIENCE

Science 1—Nature Study.

All groups, 1st semester. 3 periods, 2 hours' credit.

The word nature study is used in a broad sense to cover all phases of elementary science adapted to all groups. This course aims to give the student a definite body of knowledge of common forms of environmental materials and to supply the principles that will guide him in selecting and using environmental materials wherever he may be located. The course includes as wide a range of observation as possible of materials which the prospective teacher may be called upon to use in his work. Field trips are supplemented by laboratory study. For teachers of the upper grades a differentiation is made in favor of materials that supply the basis for further scientific study especially in the field of biology.

Science 12—The Teaching of Geography.

Group I, 2nd semester. 1 period, 1 hour's credit.

The emphasis in this course is upon the use of environmental materials for the purpose of developing in the minds of the children correct geographical concepts as to directions, location, and geographical forms. Students have practice in choosing materials for study, as well as demonstrations of the materials and methods employed by others. An attempt is made to furnish instructions that will enable the student later to adapt his knowledge to the environment in which he is teaching. A part of the time is devoted to laboratory and field work.

Science 22, 32, 42—The Teaching of Geography.

This is a general course in geography given from the standpoint of man's reaction to his environment and aims to coordinate fundamental

principles of geography. The course is developed from the viewpoint of causal relations rather than the mere enumeration of facts and principles. As far as time permits some study is made of regional geography as a type of further application. Students get training in the organization and the presentation of geographic data through the use of the project and problem method; in the preparation and the use of maps, graphs, diagrams, and other illustrative material; and in the problems and methods involved in teaching field geography. Students are made familiar with the use of standard educational measurements

BABCOCK MILK TEST

in geography. The observation of classes in the teaching of geography is a necessary part of the course. Such differentiation in the application of the above principles and methods is made for the different groups as the course of study in geography requires.

Science 44—Agriculture.

Group IV, 4th semester. 3 periods, 3 hours' credit.

A large purpose of this course is to give to the teachers of rural schools an insight into and a sympathy with the basic industry of the rural population and to appreciate the larger aspects of this industry as related to our national welfare. The rural teacher is instructed how to relate a knowledge of agriculture to the experiences of rural children with a view to motivating the teaching of the common branches. Opportunity is offered for participation in agricultural projects so that teachers can initiate and supervise projects with their pupils. Through this course teachers come in touch with the leaders

of agricultural improvement and learn of the available sources of information on agricultural subjects.

Sciene 51.1—Chemistry: Qualitative Analysis.

Elective, 1st or 3rd semester, for students having credit for Elementary Chemistry. 6 periods in laboratory, 3 hours' credit.

This course will include blowpipe methods for testing various elements; the group system of separating the elements with a practical application of the same in the detection of at least forty unknowns; and the analysis of a number of commercial preparations. Each student will report individually and be questioned on the methods of determination. The problem method of teaching is utilized fully and the habit of accurate observation developed.

Science 51.2—Advanced Geography.

Elective, 1st or 3rd semester. 3 periods, 3 hours' credit.

This advanced course in geography consists of (1) study of introductory geography with a careful working out of the astronomical, climatic, and physiographic data; (2) an intensive study of the general geography of North America using the problem method.

Science 52—General Geology.

Elective, 2nd or 4th semester. 3 periods, 3 hours' credit.

Some knowledge of zoology is desirable in the second half of this subject. It is intended to make this course practical. Field and laboratory work are required, including identification and classification of rocks, minerals and fossils in the large school collection. Each student is required to have a working collection of rocks and minerals. Library reading upon various topics of geology is done.

SOCIAL STUDIES

Social Studies 12—The Teaching of History.

Group I, 2nd semester. 1 period, 1 hour's credit.

This course begins with the consideration of the aims and purposes of history in the primary grades. The course is devoted mainly to a study and practice in oral presentation and dramatization; and a consideration of the organization of material for special days, festivals, and patriotic exercises. Particular advantage is taken of the results of the work of Dewey in expressing historical movements through industrial arts. This course gives attention to work in civics with a view to having students teach children the fundamental civic virtues and afford a basis of social experience for the interpretation of new social situations as they arise. Emphasis is given to the teaching of significant civic virtues through stories, poems, songs, dramatization and various pupil activities.

Social Studies 22—The Teaching of History.

Group II, 2nd semester. 3 periods, 3 hours' credit.

This course includes a study of such history as will equip students

to teach the history of the intermediate grades as recommended by the state course of study. Observation of teaching in these grades is a feature of the course.

Attention is given to teaching civics in the intermediate grades. The course for the fourth and fifth grades centers around the idea of community cooperation emphasizing those who furnish us food, clothing, shelter, medical aid, light, transportation, protection, etc. The work for the sixth grade centers around the idea of industrial cooperation with emphasis upon vocational opportunities, study of community service through occupations, and the qualifications required for each occupation.

Social Studies 32—The Teaching of History.

Group III, 2nd semester. 3 periods, 3 hours' credit.

A course primarily for those specializing in social studies. An intensive course in the teaching of American history with emphasis on the European background. The difference between secondary and primary source material is shown and the student gets acquainted with available source materials as well as acquires a knowledge of the principle text and reference books. The value and danger of historical parallels is shown as well as the importance of relating the study of history to current events. Students are taught to test historical data and to interpret historical facts.

The teaching of community civics follows bulletin No. 23, 1915, of the United States Bureau of Education. The larger responsibilities of citizenship and of patriotism as revealed by the World War are presented and the student gets acquainted with the many books in these fields available for children as well as the proper reference material for the teacher.

Social Studies 42—The Teaching of History.

Group IV, 2nd semester. 3 periods, 3 hours' credit.

This is a composite course in the teaching of history and civics using as a basis the report of the Committee of Eight of the American Historical Association and bulletin No. 23, 1915, of the United States Bureau of Education entitled "The Teaching of Community Civics". Special emphasis is laid upon the opportunities for citizenship in rural communities and upon the ultimate dependence which all civilization has upon the products of the soil. This course aims to develop resourcefulness in the student in the use of available text and reference books.

Social Studies 4—Citizenship.

All groups, 4th semester. 2 periods, 2 hours' credit.

This course aims to define clearly the meaning of democracy and to discuss the fundamental problems in a democratic social system; to point out the community relationships as expressed in family, church, school, industry and state to the development of democracy; to emphasize the responsibilities of the individual citizen in his vocation,

in his political activites, in his use of leisure, and in the many aspects of social intercourse to the life of democracy; and to make clear the responsibilities of teachers and of public education.

Social Studies 44—Rural Sociology.

Group IV, 4th semester. 2 periods, 2 hours' credit.

The primary aim of this course is the inculcation in the minds of the students of a love for and just appreciation of the importance of a healthy country life, and includes consideration of such topics as: defects of present day country life, treated constructively; the lack of rural pride and rural cooperation; land tenantry; migration from the country to the city and its causes; cooperative buying and selling; the need for scientific agriculture; the country home; the country church; good roads; and the country school as an agent in intellectualizing, socializing, and spiritualizing country life.

Social Studies 51—American History to 1840.

Elective, 1st or 3rd semester. 3 periods, 3 hours' credit.

This course is mainly narrative, emphasizing those features which are generally regarded as most important. Its purpose is both to broaden the resources of prospective teachers of American history, and to supply a foundation for intensive study of special periods of American development. The work is based on a text book and collateral reading.

Social Studies 52—American History, 1840-1920.

Elective, 2nd or 4th semester. 3 periods, 3 hours' credit.

This course treats a later period of American history than the one preceding, but is otherwise similar in content and purpose.

Social Studies 53—Sociology.

Elective, 3rd semester only. 3 periods, 3 hours' credit.

The course in Sociology is designed to give the student a knowledge of the evolution of social institutions, an acquaintance with present day social problems, and some guiding principles toward their solution.

Social Studies 54—Economics.

Elective, 4th semester only. 3 periods, 3 hours' credit.

A study of the general principles of political economy, including factors and methods of production, systems of distribution, kinds of income, wealth, value, money, etc. A course designed to aid those who must teach the rudiments in simpler form, and to be introductory to detailed study of special subjects in economics. A text book is used.

ARTS

Arts 1—Art.

All groups, 1st semester. 4 periods, 2 hours' credit.

The aim of this course is to enable students to teach the public school course of study in drawing, including the representation of

common objects, the elementary principles of design, lettering, composition, and color harmony in their application to dress, home, school, and community interests; to give students facility and confidence in their ability to draw and illustrate on the blackboard a wide range of school subjects; to develop appreciation of art and ability to teach pupils the appreciation of art including the study of pictures. Such differentiation is made in this course for the different groups as the course of study requires including the teaching of the elements of mechanical drawing for the upper grades.

STUDENTS' ROOM IN HAVEN HALL

Arts 1.1—Handwriting.

All groups, 1st semester. 4 periods, 2 hours' credit.

At the beginning of this course the handwriting of students is measured by one of the handwriting scales and if they fall below the standard set for teachers they are put in special classes for practice. The time of this course is devoted largely to methods of teaching writing and to developing skill in blackboard writing. Students are instructed in the results of the recent investigations in the psychology of writing. Through measuring their own handwriting and the handwriting of children, students become acquainted with the use of handwriting scales.

Arts 12—Industrial Arts.

Group I, 2nd semester. 4 periods, 2 hours' credit.

This course aims to instruct students in the use of various materials that will enable them to work out simple problems as they arise out of the daily necessities of food, clothing and shelter. Students learn to appreciate the problems that are within the interests of chil-

dren and how such problems may be graded according to the child's control of technique. The course includes clay modeling, paper and cardboard construction and simple problems in wood and textiles. Students observe demonstrations of this work in the training school and participate in such work.

Arts 23—Sewing.

Group II, 3rd semester. 2 periods, 1 hour's credit.

The aim of this course is to enable students to teach simple stitches to pupils of the fourth, fifth and sixth grades and to handle projects in the making of various articles for personal and household use.

Arts 14—Industrial Arts.

Group I, 4th semester. 4 periods, 2 hours' credit.

This course gives continued attention to the use of handwork as an illustrative factor in the teaching of nature study, geography, history, literature, arithmetic, and the industrial activities of life. Emphasis is given to technique and the organization of such forms of handwork as may be used successfully in the regular class room. The course includes work in paper and cardboard, bookmaking, basketry, textiles, pottery, and wood. Students observe demonstration of this work in the training school and participate in such work.

Arts 4—Music.

All groups, 4th semester. 4 periods, 2 hours' credit.

This course presupposes a knowledge of the elements of music. The purpose of this course is to fit students to teach music in the public schools. The salient features of this course are: a treatment of the child voice, a study of the tonal and rhythmic problems of each grade, ear training, melody writing, sight reading, and part singing, a study of the song material adapted to each grade, the use of the phonograph to develop musical appreciation, and the development of musical programs. Students are taught how to apply the standard musical tests to discover musical talent. Observation and practice teaching are a requirement of the course.

Arts 24—Prevocational Education.

Group II, 4th semester. 3 periods, 3 hours' credit.

The aim of this course is to enable students to develop for the pupils of the fourth, fifth and sixth grades an elementary knowledge of the industries concerned with the fundamental needs of clothing, food and shelter. The construction of a house is the objective of the course. It includes the making of paper furniture, the stenciling of patterns and the weaving of fabrics on small hand looms, simple carpentry work necessary for the erection of a one-story house and its partition into rooms, problems of distribution of size and space, convenience of access, and discussion of the question of lighting, heating, and ventilation, and the industries of carpentry, plastering, plumbing, brick laying, stone masonry, etc. Students are taught to

motivate the handwork of this course through their ability to discuss industrial processes, through excursions with their pupils to industrial plants or observation of workmen engaged in industry, together with the description and examination of materials.

Arts 51—Cookery.

Elective, 1st or 3rd semester. 4 periods, 2 hours' credit.

The aim of this course is to cover in a general way elementary principles of cooking, and table setting and service.

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Elementary principles of cooking include classification of foods, making of simple dishes to illustrate the food principles, and the arrangement of balanced menus.

Table setting and the serving of simple meals is part of the work of this course.

Arts 52.

Elective, 2nd or 4th semester, 4 periods, 2 hours' credit.

The details of this elective in art will be announced in the fall.

HEALTH EDUCATION

Health 1.1—Personal and School Hygiene.

All groups, 1st semester. 2 periods, 2 hours' credit.

Personal Hygiene—The aim of this course is to secure in the stu-

dents settled habits in the care of the body which will lead to stronger, healthier and more efficient lives. The course aims to have students understand the hygiene of posture, nutrition, clothing, exercise, fatigue, rest and sleep; the causes of ill health and disease together with their control and prevention. Only those facts of physiology and anatomy which have special significance for hygiene are considered. The instructor will hold personal conferences with students as a part of the course. The aim of this course is to equip the student with the knowledge of school and child hygiene necessary for a teacher.

School Hygiene—The following topics are included: normal growth and its standards; the ill effects of malnutrition, bad air, lack of exercise, excessive exercise, lack of proper rest, defective vision, defective hearing, adenoids, diseased tonsils; remedies for various defects and the best methods of treating them from the school standpoint; hygiene of program making; school sanitation including school furniture, ventilation, heating, lighting, water supply, toilets, etc.; regulations of state and local boards of health; the problem of nutrition as applied to school children with laboratory exercises in food values and food preparation. Observation of good hygienic school conditions and of good hygiene teaching is an important feature of this course.

Health 12—Health Habits.

Group I, 2nd semester. 1 period, 1 hour's credit.

This course deals with the best methods of inculcating in the child proper habits of health, and includes methods of teaching cleanliness, value of bathing, care of the teeth, proper diet, tooth brush drills, proper clothing, protection of the eyes, importance of fresh air and sunlight, protection against contagious diseases, causes of fatigue, and the value of rest and recreation.

Health 1.2—Health Education.

All groups, 1st and 2nd semesters. 3 periods, 1½ hours' credit each semester.

Two hours each semester—Physical Education—floor work; apparatus; marching; rhythmic work, including clubs, wands, and folk dancing; games; athletics including track and field events, tennis, hockey, hiking, skating, etc. Corrective work including proper exercises for students unable to take regular gymnasium work.

One hour each semester—a graded course in health education including physical exercises and games arranged to meet the needs of children at various stages of development through the grades. Discussion of the different theories of play, and the management and equipment of playgrounds. First aid in emergencies is included.

Health 3, 4—Health Education.

All groups, 3rd and 4th semester. 3 periods, 1½ hours' credit each semester.

Two hours each semester—Physical Education—floor work; appar-

atus; marching; rhythmic work, including clubs, wands, and folk dancing; games; athletics, including track and field events, tennis, hockey, skating, etc. Corrective work including proper exercises for students unable to take regular gymnasium work.

One hour each semester—the graded course in health education for children continued. Demonstration lessons and student teaching. Athletic activities for use on playground. Physical examination of school children.

Social Hygiene—a part of the time of this course is devoted to a discussion of problems of heredity, environment, sex hygiene and eugenics.

APPARATUS WORK

THREE YEAR COURSE IN NORMAL ART

Purpose

The purpose of this course is to train students for drawing and art supervisors and teachers of the schools of western Pennsylvania.

Requirements for Admission

In addition to the requirements for admission to the regular normal courses (see page 8), a special examination to determine aptness in drawing will be required.

Numbering of Courses

Courses beginning with the digit 4 are given especially for Normal Art students. Descriptions of other courses required of these students will be found under the respective departments of the regular Normal curricula. For the general scheme of numbering courses, see page 14.

NORMAL ART CURRICULUM

Semester	Name of Course	Hours required	Hours' credit
I.	English 1—English Fundamentals	3	3
	Arts 1—Art*	4	2
	Normal Art 41.1—Charcoal	6	6
	Normal Art 41.2—Pencil	6	6
	Health 1.2—Health Education	3	1½
	Semester Total	22	18½
II.	English 2—Oral Expression	2	2
	Arts 12—Handwork	4	2
	Normal Art 42.1—Watercolor	6	6
	Normal Art 42.2—Pen and Ink	6	6
	Health 1.2—Health Education	3	1½
	Semester Total		
III.	English 1.1—English Composition	2	2
	Science 1—Nature Study	3	2
	Normal Art 43.1—Pencil Sketching	2	1
	Normal Art 43.2—Bookbinding and Construction	2	1
	Normal Art 43.3—Design	5	5
	Normal Art 43.4—Oils	5	5
	Health 3—Health Education	3	1½
	Semester Total	22	17½
IV.	English 2.1—English Composition	2	2
	Education 2—Psychology and Child Study	3	3
	Normal Art 44.1—Modeling	4	2
	Normal Art 44.2— Mechanical and Machine Drawing	6	6
	Normal Art 44.3—Efficiency in Art Teaching	3	3
	Health 4—Health Education	3	1½
	Semester Total	21	17½
V.	Normal Art 45.1—Practice Teaching	10	10
	Normal Art 45.2—Figure Drawing	9	9
	Semester Total	19	19
VI.	Education 4—History and Principles of Education	4	4
	Normal Art 46.1—Curriculum in Art	10	10
	Normal Art 46.2—History of Art	1	1
	Normal Art 46.3—Applied Design	3	2
	Semester Total	18	17
	Total	123	107

*Required of all regular Normal students.

DETAIL OF COURSES IN NORMAL ART

Normal Art 41.1—Charcoal.

Normal Art group, 1st semester. 6 periods, 6 hours' credit.

With charcoal as a medium fundamental principles of drawing, as light and shade and perspective, are taught. Studies are made from still life and from casts representing historic ornament, animals, and the human figure and parts thereof.

NEW ART ROOM

Normal Art 41.2—Pencil.

Normal Art group, 1st semester. 6 periods, 6 hours' credit.

A study is made of the accented line by drawings of still life and groups of common objects. Articles of furniture are drawn. Flower drawing is part of this course.

Normal Art 42.1—Watercolor.

Normal Art group, 2nd semester. 6 periods, 6 hours' credit.

The work of this course begins with the flat wash. Twelve copies of landscape are made with special attention to skies, clouds, foregrounds, and trees. The relative merits of the wet method and the dry method are demonstrated. Flower drawing is taught by the "build-up" method. Two certificate sheets of still life are made.

Normal Art 42.2—Pen and Ink.

Normal Art group, 2nd semester. 6 periods, 6 hours' credit.

An important aim of this course is to teach the value of line. To this end drawings of a wide range of subjects are made, including geometric solids, hats, reproductions of headings and tail pieces, book plates, and a sheet of common symbols.

Normal Art 43.1—Pencil Sketching.

Normal Art group, 3rd semester. 2 periods, 1 hour's credit.

This course may be described as pencil painting. Copies of twelve plates are made. Ten original sketches of trees and ten of houses are required.

Normal Art 43.2—Bookbinding and Construction.

Normal Art group, 3rd semester. 2 periods, 1 hour's credit.

The mechanical details of bookbinding and construction and elementary principles of structural design are studied and practiced in this course.

Normal Art 43.3—Design.

Normal Art group, 3rd semester. 5 periods, 5 hours' credit.

This is a course in the theory and practice of design. Among the topics studied are the theory of color, the value of line, mass with reference to balance, harmony, and rhythm, historic ornament, and modern design. A portfolio of examples is made. The work includes monogram, stencil, block printing, poster making, advertising, and costume design.

Normal Art 43.4—Oils.

Normal Art group, 3rd semester. 5 periods, 5 hours' credit.

Studies are made of still life and landscape in oils. Three or four certificate sheets and twenty poche art sketches are required.

Normal Art 44.1—Modeling.

Normal Art group, 4th semester. 4 periods, 2 hours' credit.

Historic ornament in modeling, as the rosette and acanthus, is studied. Modeling is practiced both in round and in relief, and casts are made of the human hand, foot, and face.

Normal Art 44.2—Mechanical and Machine Drawing.

Normal Art group, 4th semester. 6 periods, 6 hours' credit.

The subjects treated include lettering, lines and cross sections, theory and practice of projection and development, screw threads, copies of blue prints, blue prints from objects, house construction from blue prints, and an original design of a bungalow.

Normal Art 44.3—Efficiency in Art Teaching.

Normal Art group, 4th semester. 3 periods, 3 hours' credit.

In addition to the fundamental matters that condition efficiency in all teaching, this course treats the problems peculiar to the art supervisor. The relationship within the school system of the work in art

is considered. The ordering, care, and distribution of supplies is treated in connection with a consideration of the comparative merits of the firms that handle artists' supplies. The time schedule for art is studied. Special attention is given to the problem of instructing the teachers who work under the supervisor.

Normal Art 45.1—Student Teaching of Art.

Normal Art group, 5th semester. 10 periods, 10 hours' credit.

Two consecutive sixty-minute periods a day, five days weekly, for one semester are given to student teaching. Plan forms are used upon which all lessons taught by students are planned. Students intending to be art supervisors are given as wide a range of teaching as possible.

Normal Art 45.2—Figure Drawing.

Normal Art group, 5th semester. 9 periods, 9 hours' credit.

Drawing of the figure from the draped model is done in sanguine, oils, and designers' colors. The principles of composition are practiced in charcoal.

Normal Art 46.1—Curriculum in Art.

Normal Art group, 6th semester. 10 periods, 10 hours' credit.

This course trains the student to make a complete plan of work in art for an entire school system, grade by grade. These outlines must be adapted to rural or city schools of a given size, correlated with other school subjects, timed to fit the school year, and every lesson must be illustrated and fully developed. Supplies and material for one year's use must be listed with the outline.

Normal Art 46.2—History of Art.

Normal Art Group, 6th semester. 1 period, 1 hour's credit.

The development of an appreciation of pictures is an aim of this course. The characteristics of the different schools of art are considered and a study is made of American art.

Normal Art 46.3—Applied Design.

Normal Art group, 6th semester. 3 periods, 2 hours' credit.

The student is given training in the tasteful application of design to a wide range of objects, including jewelry, leather, basketry, and bookbinding.

THE HIGH SCHOOL DEPARTMENT

Who May Attend

Paragraph "8" of the requirements for admission to Pennsylvania State Normal Schools, adopted March 23, 1920, reads as follows: "For the present the normal schools shall, when necessary, conduct a secondary department of first class high school grade for those students who do not have similar high school facilities available in their home communities."

Under this rule no student under twenty-one years of age, residing in a community having first class high school facilities can be admitted to the high school department. Students residing in communities offering less than a standard high school course will be admitted for the completion of the required fifteen units.

Requirements for Graduation

Graduation from the high school department will be based on the completion of fifteen Carnegie units. The Carnegie unit represents the equivalent of one hundred and twenty sixty-minute hours of class work requiring outside preparation.

Classification and Numbering of High School Courses

All courses are classified under six departments as follows: (1) English, (2) Mathematics, (3) Science, (4) Social Studies, (5) Foreign Languages, (6) Arts.

All courses are numbered above 100. The left digit is the number of the department. The second digit, if 1 or 2, indicates the semester; if 0, it indicates that the course continues throughout the year. The right digit and any digit connected by a dash indicate the year or years in which the course is required or may be elected. The decimal is used to differentiate two or more courses of the same department required or elective in the same year.

The High School Course of Study

The fifteen units, seven required and eight elective, are to be selected from the following:

	Units required	Units' credit
1. English	3	
111 English Composition		½
121 English Classics		½
112 English Classics		½
122 English Composition		½
113 English Composition		½
123 English Classics		½
114 English Classics		½
124 English Composition		½
2. Mathematics	1	
201 Algebra		1
202-3 Plane Geometry		1
213-4 Solid Geometry		½
3. Science	1	
301-2 General Science		1
303 Physics		1
304 Chemistry		1
4. Social Studies	2	
401 Ancient History		1
402-3 Medieval and Modern History		½
414 American History		½
424 Problems of Democracy		½
5. Foreign Languages	0	
501-3 First Year Latin		1
502-4 Caesar		1
503.1 Cicero[1]		1
504.1 Virgil[2]		1
503.2 Elementary French, First Year[3]		1
504.2 Elementary French, Second Year[4]		1
503.3 Elementary Spanish, First Year[5]		1
504.3 Elementary Spanish, Second Year[6]		1
6. Arts	0	
603-4.1 Freehand Drawing		½
603-4.2 Mechanical Drawing		½
603-4.3 Manual Training		½
603-4.4 Cookery		½

1 Identical with Latin 51.2, 52.2, for description see p. 22.
2 Identical with Latin 51.3, 52.3, for description see p. 22.
3 Identical with French 51.5, 52.5, for description see p. 23.
4 Identical with French 51.6, 52.6, for description see p. 23.
5 Identical with Spanish 51.8, 52.8, for description see p. 23.
6 Identical with Spanish 51.9, 52.9, for description see p. 23.

EXPENSES

EXPENSES IN ALL DEPARTMENTS

	School Year 40 Weeks	First Semester 20 Weeks	Second Semester 20 Weeks	Summer Term 6 Weeks	Less than semester or term per week
NORMAL, ART, AND HIGH SCHOOL DEPARTMENTS					
Room, Board and Laundry	$280.00	$140.00	$140.00	$ 42.00	$ 7.50
Tuition[1]	80.00	40.00	40.00	12.00	2.00
Semester and Summer Term Fee[2]	20.00	10.00	10.00	10.00	.....
Laboratory					
Agriculture [3]	6.00	3.00	3.00	.....	.....
Chemistry[4]	6.00	3.00	3.00	.....	.....
Cooking	10.00	5.00	.....	.....	.....
MUSIC DEPARTMENT					
One 30-minute lesson weekly	$ 40.00	$ 20.00	$ 20.00	$ 6.00	$ 1.25
Two 30-minute lessons weekly	75.00	37.50	37.50	12.00	2.50
Piano practice (1 hour a day)	16.00	8.00	8.00	3.00	.50

1 The tuition is free to students who are seventeen years of age or over and who declare their intention to teach in the State of Pennsylvania for two years.
2 The semester and term fee includes enrolment, athletic, and entertainment fees.
3 In addition, breakage of material is charged at actual cost.

All expenses for the semester are due at the time of registration. The semester fee is required of all students in the normal, art, and preparatory departments, but is not required of students taking private lessons only. Payment of this fee entitles students to free admission to all athletic contests, to all numbers of the entertainment course, and to all other lectures and entertainments given by the school authorities.

An extra charge of 50 cents per week will be made to students who room alone. Electric lamps will be replaced in students' rooms during the term only at the expense of the occupants. Dormitory students are required to furnish their towels, napkins, toilet articles, and bed comforts.

Deductions

No deductions will be made from the term rates in any department of the school for students who are absent during all or part of the last three weeks of the term, nor for those who enter any time during the first two weeks of the term.

No deductions will be made for a period of time less than two weeks and for a greater period of time only for sickness, certified to by the attending physician, or for an equally good reason, and in no case will the refund be more than fifty per cent of the regular charge for the period of absence.

Laundry

Laundry work, including ironing, not to exceed twelve plain pieces a week, will be done by the school. Extra pieces will be charged at reasonable rates. Great care is exercised in the handling of students' laundry, but the school will not be responsible for loss or damage.

TRACK MEET—HURDLES

Regulations

Each student will be held accountable for any damage to his room.

It is understood that by the resolution of the board of trustees adopting this schedule of rates, all former resolutions, special regulations, and privileges whatsoever are revoked, and that, after September 1, 1920, the rates herein given shall be the registrar's only guide and authority in arranging rates and assessing bills for any and all patrons of the Edinboro State Normal School.

The Alumni Loan Fund

The Alumni Loan Fund was started by the class of 1915. Each succeeding class has added to the fund until it amounts to nearly $500.00. It is administered by a board consisting of the president and the chairman of the finance committee of the board of trustees and the principal. The principal acts as the secretary-treasurer and the agent of the board.

Loans, without interest, not to exceed $100.00 a year, are made to students under the conditions laid down in the by-laws by which the fund is administered. All applications for loans and all inquiries should be made to Principal Frank E. Baker, Edinboro, Pa.

GENERAL INFORMATION

What Edinboro Means

Without considering the aim of the state, the Edinboro State Normal School means several things for the boys and girls of the twelfth district.

It means that a plant has been established for them at a cost of over $400,000 of the people's money.

It means that this plant is maintained in the matters of heat, light, and care, at the expense of the commonwealth.

It means that the entire force of instructors is paid by the state.

It means that the cost to the student is only for board and personal expenses.

It means that education which would cost five or six hundred dollars a year elsewhere is furnished at a cost of three hundred dollars here.

It means, in practical result, that the state lends money for the education of its young; that the loan is to be paid, not in cash, but in two years' teaching service, and that that service, besides discharging the debt, brings the one who renders it a reasonable wage.

Advantages

Edinboro offers the advantages of a school atmosphere charged with the spirit of good work, of honest thinking, and of plain dealing. This spirit is manifested in every department of school life, in the care of the grounds an buildings, as well as in classes in psychology and mathematics. As a state school, everything is done to better the training of those who are to undertake the state's most important work.

To Edinboro

Edinboro is reached by the lines of the Northwestern Pennsylvania Railway Company, which connects at Erie with the Lake Shore, Nickle Plate, Bessemer, Philadelphia and Erie, and the Erie and Pittsburgh Railroads; at Cambridge Springs with the Erie; at Harmonsburg with the Bessemer; and at Linesville with the Erie and Pittsburgh, and the Bessemer. In Erie, baggage checks should be delivered to the Erie Transfer Company, which will transfer baggage to the station of the Northwestern Pennsylvania Railway Company. All baggage should be checked "Normal School."

At Edinboro

On reaching Edinboro, students should go immediately to the principal's office in Normal Hall to register. One-half of the term's expenses is payable on registration; the balance becomes due at the mid-

dle of the term. Books may be purchased or rented at the book room. A deposit of the price of the books is required when the books are taken. This deposit, minus rental, is refunded on the return of the books.

Rooms

Rooms in Reeder Hall and Haven Hall should be reserved, as there may not be enough to accommodate all who apply. Reservations should be made as early as possible. Students may room and board with private families in the town, with the consent of the principal.

MATRON'S ROOM IN HAVEN HALL

In case the dormitories cannot accommodate all who apply for rooms, permission will be given to room with private families and board in the school dining hall.

There is on file at the office a list of all householders who have accommodations for students. Some landlords have specially fitted rooms for those students, who, because their homes are near enough to permit a week-end visit, wish to board themselves. While the practice is not as common as it was a few years ago, for some students it is both economical and pleasant.

Church and Religion

As a state school, religious denominationalism is barred. There are in Edinboro four prosperous congregations, which students are urged to join in public worship. The Presbyterians, the Adventists, the Baptists and the Methodists are represented. The Catholic boys and girls usually attend the services at Cambridge Springs. Among the students there are various religious organizations that are prosperous and effective in the students' lives.

Rules

The state law lays down a heavy course of study. The chief rule of the institution is the study hour. This means that while recitations are in session, from 8:30 a. m. to 4:00 p. m., and during evening study period, from 7:00 to 10:00, all students are to devote themselves to the work of the school. In the fulfillment of this law rests the whole matter of discipline. A student who comes to do the work and applies himself to the best of his ability has little time to spend on other matters.

A Co-educational School

As a school for boys and girls little is to be said, except that in every way possible is the best spirit of education fostered. The matter of boys and girls on the same campus is not looked upon as a necessary evil, but as a wholesome situation for just the type of educational work that a normal school must do.

Entertainment Course

The school has nearly completed arrangements for an artists' course, to be given during the year, which will include artists of the highest rank. Pietro Yon will give a recital at the time of the organ dedication. May Peterson has been engaged to sing in the fall. John Barnes Wells and Edwin Whitney will give recitals later in the year.

Student Activities

For a detailed account of life on the campus and of student organizations, write for a copy of the booklet *Edinboro Life*.

SUMMARY OF ENROLMENT

	Boys	Girls	Total
Graduates	1	..	1
Seniors, Regular Normal Course	6	30	36
Seniors, High School and College Preparatory	8	14	22
Juniors, Regular Normal Course	13	60	73
Juniors, High School and College Preparatory	18	14	32
Sophomores, Normal and College Preparatory	16	9	25
Teachers' Course	8	23	31
Music Students	1	10	11
Total, not including Summer Term	71	160	231
Summer Term	14	146	160
Total	85	306	391
Deduct those counted twice		9	9
Total enrolment for the year	85	297	382

CLASS ROLLS

Graduate

Hopkins, J. Harold ..... Edinboro

Seniors, Regular Normal Course

GIRLS

Baird, Marian Autumn ..... Edinboro
Battles, Irene Lillian ..... Girard
Carpenter, A. Lucile ..... Townville, R. D. 1
Englert, Margaret Aurelia ..... 326 E. 3rd St., Erie
Evans, Margery ..... Edinboro, R. D.
Evans, Mary Lewis ..... Edinboro, R. D.
Gigliotti, Louise ..... 2905 Poplar St., Erie.
Gillespie, Joyce Imogene ..... Edinboro
Gillette, Elizabeth G ..... Townville
Hurlburt, Cecile Elizabeth ..... Sugar Grove
Hutchinson, Alzina Ardis ..... Cambridge Springs, R. D.
Jeffords, Grace Reeder ..... Edinboro, R. D. 5
Jenkins, Lydia Ruth ..... Edinboro
Jenkins, Mildred Levera ..... Edinboro
Lockard, Gladys Victoria ..... Edinboro
Mathews, Doratha May ..... Harmonsburg
Meyer, Vera Catherine ..... Erie, R. D. 7

Miller, Ina Mae.....834 E. 29th St., Erie
Miller, Nellie E.....Guys Mills, R. D. 1
Phifer, Margaret .....Edinboro
Pittaway, Ethel Roberta.....North Girard
Rubner, Florence Velma.....Edinboro
Scullen, Gertrude Lucile.....Saegertown, R. D. 3
Shriver, Isla Ghering.....Diamond
Strobel, Rose Matilda.....Edinboro, R. D. 4
Swaney, Leora Lillian.....Edinboro, R. D. 2
Thelin, Emma Johanna.....1931 Penna. Ave. E., Warren
Whipple, Mable Esther.....Edinboro
Wood, Julia Anne.....Franklin, R. D. 5
Wygle, Harriet Leona.....Linesville, R. D. 2

BOYS

Bonney, Milton Samuel.....Wattsburg, R. D. 1
Cochran, Alfred Leon.....Edinboro
Dundon, Roscoe Charles.....Edinboro
Hotchkiss, Norton.....Conneautville, R. D. 5
Warner, Charles Levi.....Edinboro, R. D. 1
Webster, Clark Beverly.....Edinboro

SENIORS, HIGH SCHOOL AND COLLEGE PREPARATORY

GIRLS

Clow, Ethyl .....Edinboro
Crandall, Florence .....Edinboro
Cunningham, Grace.....Edinboro, R. D. 4
Edgerton, Esther .....Edinboro
Fellows, Lois.....Edinboro, R. D. 5
Howland, Meryl .....Edinboro
Kline, Esther L.....Edinboro
Leacock, Rose Aileen.....Edinboro, R. D. 1
Lewis, Florence.....Cambridge Springs, R. D.
McCommons, Ruth .....Edinboro
Proud, Lucile Miriene.....Edinboro
Pulling, Cucile.....Edinboro
Pulling, Ruth .....Edinboro
Shrader, Jennette.....Edinboro, R. D. 1

BOYS

Allen, Marlin .....Edinboro
Blystone, Alba.....Cambridge Springs, R. D. 2
Bonner, Stanley Burton.....Edinboro
Culbertson, Thomas .....Edinboro
Gardner, Kenneth Clinton.....Edinboro
Henry, Arthur Glenn.....Edinboro, R. D. 4

Kellogg, Elmer Okley.....Cambridge Springs, R. D. 5
Reynolds, L. Lee.....Edinboro

JUNIORS, REGULAR NORMAL COURSE

GIRLS

Bailey, Leona Donna.....1053 E. 5th St., Erie
Bauschard, Lucille Elizabeth.....646 W. 10th St., Erie
Birchard, Eva B.....Cambridge Springs, R. D. 4
Blystone, Ellen Janette.....Cambridge Springs, R. D. 2
Blystone, Madolene.....Venango, R. D. 1
Craig, Marian Irene.....Transfer, R. D. 52
Crawford, Grace L.....406 E. Walnut St., Titusville
Crowell, VeEtta.....Corry, R. D. 2
Darrow, Arlene .....Edinboro
Findley, Marion Catherine.....707 Lincoln Ave., Erie
Firth, Alice Brown.....Sugar Grove
Folwell, Sarah Helen.....Pleasantville, R. D. 1
Foster, Leah Lenore.....139 N. 13th St., Franklin
Foulk, Gladys Frances.....Atlantic, R. D. 52
Gleeten, Donna Evelyn.....Edinboro
Gleeten, Nina Leita.....Edinboro, R. D. 6
Halfast, Helen Louise.....Edinboro, R. D. 2
Hall, Ellen .....Corry, R. D. 8
Herrick, Vivian Angeline.....Edinboro
Hersperger, Mary Margaret.....347 W. 18th St., Erie
Hinckley, Eva Lucile.....Bear Lake
Hood, Iva Belle.....Meadville, R. D. 4
Howard, Grace Nellie.....Erie, R. D. 3
Johnston, Estella Belle.....533 Fruit Ave., Farrell
Joslin, Evelyn Leona.....Albion, R. D. 2
Klingensmith, Olive Addie.....Atlantic, R. D.
Larkin, Catherine Lucy.....522 E. 4th St., Erie
Larkin, Frances Monica.....522 E. 4th St., Erie
Line, Dorothy May.....Meadville, R. D. 2
Longwill, Gladys.....623 Park Ave., Farrell
McCormick, Regina Sara.....1345 W. 10th St. Erie
McCracken, Mabel M.....Sharpsville
McKay, Nancy Catherine.....Espyville Sta., R. D. 1
McMinn, Ruth Elizabeth.....Harmonsburg
Mitchell, Louise Evelyn.....Cochranton, R. D. 5
Mitchell, Mary Isabel.....Cooperstown
Mohring, Helen Marie.....North Girard
Murphy, Mary Irene.....1040 W. 4th St., Erie
Patterson, Elizabeth Calpurnia.....Utica, R. D. 1
Pratt, Ernestyne Marguerite.....1105 N. Main St., Tulsa, Okla.
Pulling, Edith Pamalia.....Edinboro, R. D. 2

Range, Florence Lucile.....Union City, R. D. 3
Russell, Vera Irene.....Oil City, R. D. 2
Schreiner, Mary Elizabeth.....425 W. 11th St., Erie
Sedgwick, Mildred Lucile.....Edinboro, R. D.
Shollenberger, Ruth Minerva.....Greenville, R. D. 46
Sikes, Ione V.....Girard
Simpson, Bertha Mary.....Utica, R. D. 1
Spencer, Mildred Rebecca.....Corry, R. D. 5
Stritzinger, Nell E.....325 W. 20th St., Erie
Swift, Freda Katherine.....Edinboro
TeWinkle, Bertha.....Clymer, N. Y.
Thompson, Josephine Edith.....104 S. Erie St., Mercer
Tobin, Ellen.....Edinboro
Tyndall, Edith Autumn.....Union City, R. D. 3
Tyndall, Maribelle Etta.....Union City, R. D. 3
White, Sarah Mildred.....Saegertown, R. D. 3
Wilson, Kathleen Alsobrook.....203 East St., Warren
Winans, Marie Iva.....Townville
Winton, March Mildred.....Townville, R. D. 4

BOYS

Carter, Durward Wyatt.....Union City, R. D. 3
Carter, Rolla Bryan.....Albion, R. D. 1
Duncombe, Francis Lew.....Waterford, R. D.
Eaton, Alonzo Guy.....Edinboro
Hollenbeck, Donald.....Edinboro, R. D. 2
Landers, Merritt Mark.....Cambridge Springs
Leacock, Clinton Thomas.....Edinboro
Mallory, Royce Ryan.....Edinboro
Nason, Merle B.....Edinboro
Skelton, Floyd E.....Edinboro
Timmons, Joseph Benjamin.....Edinboro, R. D.
Washburn, Merle Steven.....Edinboro, R. D. 4
Whipple, Carl E.....Edinboro

Juniors, High School and College Preparatory

GIRLS

Beilby, Helen MacAlpine.....Oil City, R. D. 2
Black, Elizabeth.....Cambridge Springs
Flynn, Doris.....Edinboro, R. D. 3
Gifford, Adaline.....Edinboro
Hanson, Virene Ruth.....Edinboro
Hotchkiss, Leanor Effa.....Edinboro
Jenness, Rebecca.....Cranesville, R. D. 1
Jervis, Florence Mae.....Edinboro
McLallen, Ethel Naomi.....Waterford, R. D.

Miller, Bernice Marguerite.....Spartansburg, R. D. 1
Payne, Opal Lovina.....Edinboro, R. D. 3
Peel, Katherine B.....Cambridge Springs, R. D.
Powell, Marian .....Cochranton
Sanders, Margaret P.....Cambridge Springs, R. D. 5

BOYS

Barnett, Joseph.....Edinboro, R. D. 2
Bloomquist, Vincent L.....Falconer, N. Y.
Flynn, Carl .....Edinboro
Gardner, Marion.....Edinboro, R. D. 5
Greiner, Irvin J.....2816 Wayne St., Erie
LeSuer, Walter.....Edinboro, R. D. 5
Lutz, Earl Lawrence.....Edinboro
McCommons, Wallace .....Edinboro
Millspaw, Carl.....Edinboro, R. D. 2
Mook, Milo M.....Titusville
Pulling, Miles W.....Edinboro, R. D. 2
Reeder, John .....Edinboro
Reno, Norman.....Edinboro, R. D.
Reynolds, Lynn .....Edinboro
Snyder, Sylvester James.....Edinboro, R. D. 3
Swanson, David .....Edinboro
Washburn, Wayne.....Edinboro, R. D. 4
Weaver, Charles M., Jr.....Conneaut, Ohio, R. D.

SOPHOMORES, REGULAR NORMAL COURSE AND COLLEGE PREPARATORY

GIRLS

Buseck, Erma L.....Erie, R. D. 2
Calabrese, Elvira Marie.....531 Huron St., Erie
Dale, Melba Naomi.....132 E. 10th St., Erie
Flynn, Dorothy Marie.....803 Sassafras St., Erie
Harned, Thelma Lovina.....Cambridge Springs, R. D. 2
Jones, Dorothy Mildred.....Mill Village, R. D. 1
Lindberg, Lydia Emelia.....Corry, R. D. 5
Nason, Bernice Esther.....Edinboro
Roberts, Josephine Edna.....Union City, R. D. 6

BOYS

Amy, Willard Irwin.....Cambridge Springs
Autate, Oscar Joseph.....Edinboro
Bertram, Nelson Drake.....Cambridge Springs
Brown, Paul DeWitt.....Union City, R. D. 3
Brown, Shirley Addison.....Cambridge Springs
Chresafis, John.....Y. M. C. A., Erie

Fish, Floyd Charles.....Waterford, R. D.
Flynn, Francis Edward.....803 Sassafras St., Erie
Kenyon, John Walton.....229 Peach St., Erie
Lendzion, Frank Thomas.....Edinboro
Long, Lloyd Almond.....McKean
Morris, Glenn B.....Spartansburg
Sherwood, Leslie Vincant.....Edinboro, R. D.
Tarbell, Jesse J.....Edinboro
Troutman, Leroy B.....345 S. Niagara St., Tonawanda, N. Y.
Wolfe, Marshall Charles.....Erie, R. D. 4

Teachers' Course

GIRLS

Anderson, Mrs. Emma.....Conneaut Lake
Artman, Esther Matilda.....Jamestown
Baccus, Allene.....Corry, R. D. 7
Blystone, Alice Genevieve.....Edinboro, R. D. 4
Buckley, Frances.....Centerville
Detrich, Helen Melverta.....Venus, R. D. 1
Driscoll, Helen Frances.....Youngsville
Fiesler, Alice M.....Girard, R. D. 3
Lackey, Marguerite.....Stoneboro, R. D. 1
McCray, Elenora Belva.....Corry, R. D. 3
McCray, Nellie Mae.....Corry, R. D. 3
Newton, Mrs. Eva.....Shinglehouse, R. D.
Parkin, Rachel Marie.....Union City
Post, Iva.....North East, R. D. 3
Powell, Mrs. Leona Humes.....Cambridge Springs
Selander, Ellen Emelia.....608 Prospect St., Warren
Sherwood, Elizabeth Malvine.....Edinboro, R. D. 5
Tyndall, Zelah Mary.....Union City, R. D. 2
Voorus, Blanche.....Pleasantville
Warren, Mattie Eliza.....56 Bridge St.,, Union City

BOYS

Allen, Milton Dan.....Waterford, R. D. 1
Burch, Frank LaVerne.....1044 W. 8th St., Erie
Cochran, Carl.....Cochranton
Coon, Carmon D.....Saegertown
Dilley, John Thomas.....Hadley
Lawrence, Charles.....Edinboro
Ryan, William J.....1137 W. 20th St., Erie
Wellmon, Durward V.....Centerville, R. D. 4

Music Students

Butterfield, Linda Catherine.....713½ W. 7th St., Erie
Culbertson, Lena.....Edinboro

Elwinger, Dorothy Ellen.....Edinboro
Harned, Lillian Belle.....Cambridge Springs, R. D. 2
Hawkins, Glenda .....Edinboro
Lewis, Dorothy.....Edinboro, R. D. 4
Minium, Velma E.....Edinboro
Nelson, William .....Edinboro
Philp, Frances L.....Edinboro
Ryan, Marion Ethel.....Waterford
Skelton, Helen Wade.....Edinboro

Summer Term Enrolment

GIRLS

Anderson, Lola Maude.....Meadville
Anderson, Mildred .....Meadville
Bacon, Elizabeth Alice.....Meadville
Barney, Mrs. Frances E.....Wattsburg
Bash, Marian Irene.....Greenville
Beach, Helen Gertrude.....Butler
Beggs, Mary Elizabeth.....Sandy Lake
Bell, Lena Mae.....Cochranton
Blanden, Elaine Matille.....Edinboro
Blystone, Bertha Louise.....Edinboro
Bonham, Gertrude .....Cochranton
Bradford, Edith Ida.....Centerville
Brown, Helen .....Linesville
Bruner, Bernice Bonnybelle.....Titusville
Buckley, Frances .....Centerville
Calabrese, Elvira Marie .....Erie
Calkins, Edna Salome .....North East
Cauvel, Fireda Willard .....Diamond
Chestnut, Leona Anne .....Greenville
Cooper, Lepha Catherine .....Sugar Grove
Corey, C. Vivian .....Kane
Coulter, Mary Theresa .....Pleasantville
Covert, Nola Elizabeth .....Grove City
Crooks, Katherine .....Corydon
Crowe, Blanche Elizabeth .....Cambridge Springs
Crowl, Mrs. Nina Durham .....Cambridge Springs
Cummings, Ethel Louise .....Erie
Darling, Ruth Ethel .....North East
Davis, Ruth Anderson .....Franklin
DeWalt, Frances Willard .....Oil City
Dimmick, Marian Louise.....Corry
Donaldson, Esther Marian .....Linesville
Donnell, Mildred Marion .....Waterford
Dunn, Dorothy Catherine .....Cochranton

Dunn, Ruby Susanne ..... Cochranton
Eckert, Marian ..... Meadville
Edkin, Lester Oliver ..... Erie
Enterline, Anna ..... Jamestown
Evans, Mary Lewis ..... Edinboro
Flatt, Ethel ..... Corydon
Fordyce, Helen Elizabeth ..... Meadville
Forsberg, Eva Carolyn ..... Russell
Frost, Cora Maude ..... Jackson Center
Gallagher, Helen Blanche ..... Sandy Lake
Hall, Georgia Aileen ..... Linesville
Hamilton, Veronica ..... Meadville
Hancox, Rhenda Leona ..... Titusville
Hanna, Adelina Clarissa ..... Oil City
Harrison, Ethel Marie ..... Stoneboro
Harrison, Irene Rosamond ..... Edinboro
Harrison, Madge Irene ..... Greenville
Hegg, Dorothy Myrtle ..... Russell
Henton, Dorothy Ada ..... Centerville
Hillyer, Allie Maria ..... Conneaut, Ohio
Hinckley, Lulu Gene ..... Bear Lake
Hood, Iva ..... Meadville
Hood, Mrs. Jeannette W. ..... Cambridge Springs
Hosick, Elizabeth Morrison ..... Grove City
Hull, Helen Margaret ..... Waterford
Jennings, Florence Elizabeth ..... Sandy Lake
Johnson, Anna Amelia ..... Spring Creek
Johnson, Edith Christine ..... Spring Creek
Johnson, Emily Elvira ..... Conneautville
Joslin, Blanche Adele ..... Springboro
Keep, Marie Louise ..... Elgin
Lang, Freda Marie ..... West Middlesex
Leonhart, Rose Vera ..... Saegertown
Lewis, Lovilla ..... Greenville
Loveland, Mildred I. ..... Clymer, N. Y.
McClimans, Hazel E. ..... Greenville
McCracken, Elsie Mae ..... Hadley
McCracken, Minnie ..... Hadley
McCray, Elenora Belva ..... Corry
McCray, Nellie Mae ..... Corry
McCutcheon, Emma T. ..... Oil City
McCutcheon, Nell ..... Oil City
McGarr, Ella Maude ..... Sandy Lake
Marks, Hilda Elizabeth ..... Conneautville
Matter, Dorothy Margaret ..... Greenville
Maul, Mary Rebecca ..... Cooperstown
Middleton, Marjorie Mariette ..... Union City

Miller, Edith Mary ..... Corry
Miller, Mildred Mae ..... Corry
Mosier, Inez Alberta ..... Saegertown
Nelson, Lizzie C. ..... Union City
Nichols, Lucinda H. ..... Centerville
North, Helen A. ..... Jamestown
North, Mabel ..... Jamestown
Northrop, Clara Florence ..... Spartansburg
Olson, Thyra Lena C. ..... Kane
Osborne, Mrs. Rose Elizabeth ..... Atlantic
Owens, Ruth Pearl ..... Erie
Pattan, Nelle Julia ..... Meadville
Pearce, Genevieve Mae ..... Jackson Center
Pieper, Matilda ..... Erie
Perkins, Helen Amanda ..... Mill Village
Peterson, Katheryne ..... Meadville
Peterson, Mamie Dorothea ..... Kane
Pierce, Eleanor Elizabeth ..... Bear Lake
Potter, Letah Laura ..... Harborcreek
Ralston, Helen Marie ..... Jamestown
Randall, Genevieve Belle ..... Russell
Reagle, Margie Alice ..... Sheakley
Reither, Ruth Evelyn ..... Stoneboro
Reynolds, Ora Florence ..... Rouseville
Ruland, Cora ..... E. Conneaut, Ohio
Rushlander, Arlene Marie ..... Guys Mills
Shenk, Edna Mae ..... Erie
Shollenberger, Ruth Minerva ..... Greenville
Shorts, Kathleen ..... Polk
Skellie, Maude Orinda ..... Sherman, N. Y.
Smith, Lurena A. ..... Smethport
Smith, Rebecca Lulu ..... Franklin
Stanley, Alice Waneta ..... S. Oil City
Stevens, Emma Gertrude ..... Conneautville
Stevenson, Florence Lillian ..... Greenville
Strauch, Theresa Mary ..... Erie
Stritzinger, Nell Ellen ..... Erie
Talcott, Mary Elizabeth ..... Waterford
Thorne, Myrtle Helen ..... Sandy Lake
Tillotson, Ruth Adelaide ..... Corry
Tome, Florence Birdie ..... Mill Village
Toppari, Tekla Eliza ..... Conneaut, Ohio
Troutner, Esther Geraldine ..... Cambridge Springs
Turner, Gertrude ..... Sharon
Turtchell, Ceres Viola ..... Edinboro
Vogel, Hattie Melissa ..... North East
Walford, Lyda ..... Springboro

Walters, Florence Mary ..... Cambridge Springs
Weis, Esther Marie ..... North Girard
Whitaker, Jessie Gladine ..... Albion
Wilcox, Velma L. ..... Crosby
Williams, Ruth Odela ..... Kane
Wilson, Mrs. Carrie B. ..... Titusville
Wilson, Joyce Aurelia ..... Coraopolis
Wise, Ethel Lucile ..... Jamestown
Wolfe, Ruth Louise ..... Pleasantville

BOYS

Allen, John B. ..... Waterford
Bair, Andrew K. Levern ..... Kane
Bentley, George Augustus ..... Albion
Buchanan, Hugh H. ..... Hastings, Neb.
Fileger, Fred Whitcomb ..... North East
Graham, J. C. ..... Guys Mills
Haner, Alpho William ..... Hadley
Harvey, Maxwell Berdett ..... Pierpont, Ohio
Hedglin, Hosack H. ..... Mercer
Porter, John Paul ..... Sandy Lake
See, Laurance William ..... Hartstown
Steelsmith, Warren Arthur ..... Hartstown
Wells, Frederic Edwin ..... Springboro
Wiltsie, Claude L. ..... Jamestown, N. Y.

STUDENTS IN MUSIC ONLY

Burchfield, Helen ..... Edinboro
Ryan, Leita Pearl ..... Waterford
Ryan, Marian Ethel ..... Waterford
Sedgwick, Mildred ..... Edinboro
Showman, Winoma ..... Edinboro
Skelton, Helen Wade ..... Edinboro
Washburn, Madeleine ..... Edinboro
Wykoff, Gladys Ellouise ..... Cambridge Springs

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